

INSPECTION REPORT

DATCHET ST MARY'S C OF E PRIMARY SCHOOL

Slough

LEA area: Royal Borough of Windsor and Maidenhead

Unique reference number: 110034

Headteacher: Mrs J M Pinkerton

Lead inspector: Mrs June Punnett

Dates of inspection: 6 – 8 October 2003

Inspection number: 255952

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--------------------------------|
| Type of school: | Primary |
| School category: | Voluntary aided |
| Age range of pupils: | 3-11 |
| Gender of pupils: | Mixed |
| Number on roll: | 237 |
| School address: | The Green Datchet Slough |
| Postcode: | SL3 9EJ |
| Telephone number: | 01753 542982 |
| Fax number: | 01753 593492 |
| Appropriate authority: | Governing Body |
| Name of chair of governors: | Rev. Christopher Mattock |
| Date of previous inspection: | 17 May 1999 |

CHARACTERISTICS OF THE SCHOOL

Datchet St Mary's CE Primary School caters for pupils from a variety of social backgrounds, aged between three and eleven. It is situated on the outskirts of Windsor, in an area of both rented and private housing. Although in a high socio-economic area, many pupils go to independent schools. During the past two years, there have been many staff changes. Altogether there are 237 pupils on roll, organised into eight classes, which include a nursery class. The school is about average for primary schools, and the percentage of pupils known to be eligible for free school meals is similar to the national average. The percentage of pupils speaking English as an additional language is higher than in most schools and one is at an early stage of acquiring English. The percentage of pupils identified as having special educational needs, 19 per cent, is broadly in line with the national average. The percentage of pupils with statements of special educational need is above the national average. Pupils' attainment on entry to the school is below average in communication, language and literacy. This year the school gained a second achievement award.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|----------------|----------------|---|
| 17826 | June Punnett | Lead inspector | Mathematics Information and communication technology Music English as an additional language |
| 11414 | Ann Bennett | Lay inspector | |
| 32327 | Sue Alton | Team inspector | English Design and technology Physical education Special educational needs |
| 16760 | Dorothy Latham | Team inspector | Science History Geography Art and design Foundation Stage |

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REPORT CONTENTS

| | Page |
|---|-------|
| PART A: SUMMARY OF THE REPORT | 6-8 |
| PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS | |
| STANDARDS ACHIEVED BY PUPILS | 9-11 |
| Standards achieved in areas of learning, subjects and courses | |
| Pupils' attitudes, values and other personal qualities | |
| QUALITY OF EDUCATION PROVIDED BY THE SCHOOL | 11-16 |
| Teaching and learning | |
| The curriculum | |
| Care, guidance and support | |
| Partnership with parents, other schools and the community | |
| LEADERSHIP AND MANAGEMENT | 17-18 |
| PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS | 19-31 |
| AREAS OF LEARNING IN THE FOUNDATION STAGE | |
| SUBJECTS IN KEY STAGES 1 AND 2 | |
| PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS | 32 |

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school. It is a caring community where all staff and pupils are valued whatever their background. Pupils achieve well because their attitudes to work are good. The good support given to the school by the governing body, the school's relationships with parents and the local community and the standards achieved by the age of eleven in English, mathematics and science mean that this school provides **good value for money**.

The school's main strengths and weaknesses are:

- This is an inclusive school and the good quality relationships within it promote a good atmosphere in which to learn.
- The headteacher's leadership is good and team working is a strength.
- The curriculum meets the needs of pupils well and there is a good range of extra-curricular activities.
- The quality of teaching is good overall; in the Foundation Stage it is very good.
- The school has developed assessment practices well in literacy and numeracy, but these are not well developed in science and the foundation subjects. This lack of development makes it difficult for the school to decide how well the pupils are progressing.
- The curriculum leaders in science and the foundation subjects have insufficient influence on standards in their subjects.
- The school works effectively with parents who value it and provide good support for their children's work.
- Absence, unauthorised absence and lateness are above the national average and are issues for the school to address.

The effectiveness of the school is better than it was at the time of the last inspection in May 1999. This is due to the high standards achieved by Year 6 pupils in the 2003 national tests and to the quality of governance that now supports the school. The quality of governance has improved substantially and this is leading to the school being more rigorous in its procedures. Almost all of the previous key issues have been satisfactorily met. Outstanding ones remain; the development of assessment and the development of the role of the middle managers. These are already included in the school's development plan.

STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 6, compared with: | all schools | | | similar schools |
|---|-------------|------|------|-----------------|
| | 2000 | 2001 | 2002 | 2002 |
| English | B | E | C | C |
| Mathematics | A | B | A | A |
| Science | B | B | C | C |

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils achieve well during their time at the school. In relation to their prior attainment, pupils achieve better than expected. Standards in English, mathematics and science improved to well above average and very high levels of attainment in the 2003 national tests. At the end of Year 6, the standards achieved in the 2002 national tests, when compared with schools with a similar proportion of free school meals, are broadly the same. Most children join the school with below average levels of attainment in communication, language and literacy. Children make good progress in the Foundation Stage as a result of the very good quality teaching. Higher attaining pupils achieve less

well in Key Stage 1. For example, the Level 3 results in mathematics were below the national average. In reading and writing, results have remained static for some time and remain below the national average. Boys and girls from all ethnic groups, including those who speak English as an additional language and those with special educational needs, achieve equally well.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Attitudes to work and pupils' behaviour are good. Their attendance is satisfactory overall, although there are a higher than usual number of unauthorised absences and pupils are not always sharp enough in their time-keeping. Occasionally this is due to the traffic around Datchet.

QUALITY OF EDUCATION

The quality of education provided by the school is good. There is some very good quality teaching, especially in Years 5 and 6 and in the Foundation Stage. The overall quality of teaching and learning is good and so pupils learn well. Lessons are planned carefully, especially in literacy and numeracy, but in the foundation subjects there is insufficient difference in the provision between the more and less able pupils. The school's assessment procedures are developing but are not yet satisfactory in science and the foundation subjects. Many curriculum co-ordinators are new to their posts and have yet to make an impact on standards.

The school provides its pupils with a good curriculum, well suited to their needs. There is a good selection of extra-curricular activities which contribute to pupils' successes in sport, music and personal development. The school cares for its pupils well. It works well with parents and has very productive links with the local church and community, all of which benefit pupils.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The headteacher's leadership is good and she is well supported by the rest of the management team. The roles of the foundation subject co-ordinators are under-developed and have little impact on standards in their subjects. Governors have a good grasp of their responsibilities and the school's governance is good. All statutory requirements are met. Management of the school is satisfactory, though not all systems needed to develop the school, such as the rigorous monitoring of attendance by the school office, are yet firmly in place. Finances are well managed and the principles of best value are applied when considering purchases. The monitoring of the school's performance is satisfactorily planned and pupils' progress is well analysed. Realistic targets are set for improvement. The monitoring of teaching and learning by the headteacher is having a satisfactory impact on raising standards and improving the quality of teaching.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents, of all backgrounds, are positive about the school. They think teaching is good and consider that the school encourages their children to be independent and mature. The inspector team agrees with the positive views of parents. In discussions, the pupils confirmed to inspectors how much they liked the school. They are keen to take responsibility, especially through the school council.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Develop and implement all types of assessment procedures in science and the foundation subjects to ensure that all pupils make progress. Procedures should aim to involve pupils more fully in assessment and evaluation of their learning.
- Improve the foundation subject co-ordinators' role to ensure that the good practice of some co-ordinators is seen in all subjects and the emphasis is on raising standards and achieving continuity in learning.
- Improve attendance, and reduce the amount of unauthorised absence and lateness.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is good. Standards in all the core subjects reflect the abilities of the pupils, and show that pupils make good overall progress in their learning. There are variations in standards from year to year, depending on pupils' attainment when they join the school and the variations in the quality of teaching across the school.

Main strengths and weaknesses

- Pupils achieve well in the core subjects and in art and design.
- Good provision in English, mathematics and science ensures that pupils have enriching experiences.
- Standards in Key Stage 1 are lower than the national averages.

Commentary

1. Standards in some subjects have been maintained since the last inspection in spite of staff changes and a decline in the levels of attainment on entry. Standards achieved in the 2003 national tests in mathematics and science were very high and, well above average in English. National comparisons are not yet available for 2003. Standards seen during the inspection were close to the national average in Key Stage 1, and above average in Key Stage 2.

Standards in national tests at the end of Year 2 – average point scores in 2002

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 15.1(15.3) | 15.8(15.7) |
| Writing | 13.4(13.6) | 14.4(14.3) |
| Mathematics | 16.5(16.3) | 16.5(16.2) |

There were 30 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2002

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 27.0 (25.6) | 27.0 (27.0) |
| Mathematics | 28.9 (27.9) | 26.7 (26.6) |
| Science | 28.7 (29.3) | 28.3 (28.3) |

There were 38 pupils in the year group. Figures in brackets are for the previous year

2. The trend in the school's National Curriculum test points for all core subjects was broadly similar to the national trend. When compared with similar schools, standards are close to the national average in mathematics by the end of Year 2 and well above average by the end of Year 6. In reading and writing, standards in Key Stage 1 remain below national averages. The school has already identified groups of pupils who would benefit from booster classes in literacy and numeracy. Pupils with special educational needs receive good support within their classrooms and this promotes their achievement. They make satisfactory progress overall and some make good progress. For example, of the 24 per cent of identified pupils in Year 6, 15 per cent are on target to achieve Level 4 in the 2004 national tests.

- Those pupils who speak English as an additional language are quickly assessed and within the nurturing environments of their classrooms make good progress. In Key Stage 1, higher attaining pupils achieve less well than those in Key Stage 2, where progress is more rapid. Apart from literacy and numeracy, where assessment is well established, pupils' progress is hindered by the lack of satisfactory assessment procedures in science and the foundation subjects. Girls achieve better than boys in both key stages. Pupils from different ethnic groups achieve as well as others.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Their spiritual, moral, social and cultural development is good overall. Pupils' attendance and punctuality are satisfactory overall.

Main strengths and weaknesses

- Attendance is only satisfactory, and too much absence is unauthorised.
- Parents' support is needed to improve punctuality and attendance.
- Pupils' social skills develop well during their time in school.
- Behaviour is good and pupils are thoughtful and caring.
- Pupils appreciate their own cultural traditions.
- Pupils' spiritual development is not promoted as well as their social, moral and cultural development.

Commentary

- The attendance rate has been around the national median for a number of years, and the rate of unauthorised absence is about double the national rate. The headteacher does not delegate the monitoring of attendance and relies heavily on the support of the education welfare service to follow up absences. The new computerised attendance program being introduced will allow data to be collected and analysed systematically, families targeted more quickly, and good attendance praised. Parents' co-operation is needed to reduce the poor punctuality which affects the amount of time pupils have in school to learn. Occasionally, lateness occurs because of traffic problems in Datchet. Although pupils' end-of-year reports indicate when levels of attendance are unsatisfactory, improvement does not become a target for the pupil and parents. The school is not analytical enough in tackling its mediocre attendance record, and parents are not challenged to prioritise punctuality and full attendance.
- Pupils develop good attitudes towards school, and a desire to learn. By Year 6 they are capable, wanting to take responsibility and help others. They enjoy the good range of out of school activities. Pupils come from a very wide range of social and economic backgrounds but they work and play together harmoniously. They accept school rules and learn what it means to be part of a school and village community.

| Authorised absence | |
|--------------------|-----|
| School data | 4.9 |
| National data | 5.4 |

| Unauthorised absence | |
|----------------------|-----|
| School data | 1.0 |
| National data | 0.5 |

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

- Parents report that their children enjoy school, and this is evident in the classrooms. Many start with poor social skills, and find it hard to conform to their teacher's expectations. They are better at talking than listening, and cannot understand what rewards are for. This improves over time, and they learn to listen attentively, wait their turn, and follow instructions. They are keen on tidying up, but sometimes this holds up the next part of the lesson.

7. Pupils are friendly and outgoing, always ready to greet a visitor, demonstrate a clapping game, or to talk about their enjoyment of Bible club. They enjoy the clubs, residential trips and visits arranged for them. They really appreciate their class and school councils and are pleased when their recommendations are carried through. Pupils are helpful: older pupils volunteer to read with younger ones and they care for each other in the playground. Pupils generally behave well in class and at play and, although they come from widely differing backgrounds, treat each other equally. They have a clear understanding of right and wrong. There have been no exclusions in the past year and no incidents of racial or other harassment have been reported or observed. They relate well to each other and to all the adults in the school. Traveller children, and those from minority ethnic backgrounds are fully integrated.
8. The personal, social and health education (PSHE) curriculum and the class councils give good opportunities for pupils' personal development. From the youngest, pupils take responsibility for their dinner money, and this helps their maturity. Older pupils enjoy their duties as house captains or school council representatives, and learn some early lessons on citizenship and democracy, especially when they see another job they would prefer!.
9. For these pupils, their cultural development is enhanced by their locality. Pupils have rare opportunities to participate in history being made, because the school makes the most of opportunities afforded by its proximity to Windsor Castle. They lined the route of the Queen Mother's funeral, some have made and delivered bowls for the royal corgis, and others attended a Garter ceremony. They begin to appreciate the traditions of the Traveller community, particularly their strong extended family structure. Year 6 pupils were beginning to talk about their family differences with respect during a PSHE lesson. At a village level they participate in seasonal traditions on the Green or with the church.
10. Pupils' personal development is good overall, but they are less confident in spiritual areas. They sing enthusiastically in Assembly, but need to be given space throughout the day to apply and think about the implications of what they are learning, to develop self-knowledge and spiritual awareness.

Ethnic background of pupils

Exclusions in the last school year

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|----------------------|-----------------------------------|--------------------------------|
| White – British | 217 | 0 | 0 |
| White – any other White background | 2 | 0 | 0 |
| Mixed – White and Black Caribbean | 1 | 0 | 0 |
| Mixed – White and Asian | 8 | 0 | 0 |
| Mixed – any other mixed background | 6 | 0 | 0 |
| Asian or Asian British – Pakistani | 1 | 0 | 0 |
| Black or Black British – Caribbean | 2 | 0 | 0 |

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The curriculum is well planned and well supported by a wide range of extra-curricular activities. Teaching is good overall, and very good in the Foundation Stage. Assessment of pupils' standards and progress is good in English and mathematics but less so in all other subjects. Accommodation is satisfactory and resources are good. The school provides a good standard of care for its pupils. It has productive relations with

parents, although parents would welcome more consultation before decisions about the school are made.

Teaching and learning

Teaching and learning are good overall, and very good in the Foundation Stage. The assessment of pupils' work is good in English and mathematics but less well developed in all other subjects.

Main strengths and weaknesses

- Teachers generally manage their classrooms well, encouraging and engaging their pupils.
- In Key Stage 1 there is sometimes a lack of challenge for the more able pupils.
- Homework is used well to reinforce or extend learning.
- Assessment procedures are good in English and mathematics and help pupils to achieve well.
- Assessment practices in science and the foundation subjects are under-developed.
- On rare occasions the lack of clarity in explanations and the teacher's lack of subject knowledge mean that pupils make little progress in their learning.

Summary of teaching observed during the inspection in 32 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|----------|--------------|----------------|------|-----------|
| 0 % | 6 (19%) | 14 (44%) | 11 (34%) | 1 (3%) | 0% | 0% |

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

Commentary

11. The teaching of English and mathematics is good overall, especially in Key Stage 2, and the teaching of literacy and numeracy is satisfactory in all classes. The majority of teachers have a sound knowledge of the subjects they teach and use this well to extend the learning of pupils. Behaviour, overall, is managed well so pupils can listen and learn. Overall, the staff are good role models for pupils. They effectively build pupils' self-esteem so that they feel confident. The majority of pupils try hard with their work and this helps them to be successful in their learning.
12. Homework is used well to support pupils' learning and to improve their work. The use of assessment in English and mathematics helps pupils to reach their potential, although co-ordinators do not yet analyse results by gender and ethnicity. In other subjects, co-ordinators have action plans for the development of assessment strategies which are not yet firmly in place. In the most successful lessons, planning takes full account of the varying needs of all pupils, the pace of the lessons is brisk and there is a 'busy buzz' of intellectual activity in the classroom. Classroom assistants make a strong contribution to the quality of learning. Pupils with special educational needs are taught well and receive sensitive support from their classroom assistants. The quality of teaching for pupils with English as an additional language is good in lessons and helps them to make good progress.
13. The quality of pupils' learning and progress reflects the quality of teaching and is good overall across the school. Strengths in learning include the enthusiasm with which pupils apply themselves to allocated tasks as seen for example, in the myriad of hands that are raised to answer questions in mathematics. In the majority of lessons, where pupils' behaviour is well managed, pupils have the opportunity to listen and learn. Pupils with special educational needs and those who speak English as an additional language make good progress in their learning, helped by the support they receive from adults in the class.

14. Although the school tracks pupils' progress across the school, pupils have too few opportunities to evaluate their own work. They are often unaware of what they need to do in order to improve their work. The marking of pupils' work is inconsistent and does not always give pupils indications of how to improve.
15. Teaching in the Foundation Stage is very good overall. This is an improvement since the last inspection report. Teachers' knowledge and understanding of the Foundation Stage curriculum and how children learn are very good. Very good learning reflects the teaching. There is a good balance between directed and free activities, and between structured and free play. The early stages of literacy and numeracy are well structured and suitable for age. Children make good progress because of very good planning, assessment and record keeping.
16. Teachers write their own individual education plans for pupils with special educational needs, and the co-ordinator monitors the appropriateness of targets and intervention strategies. Tracking of pupils is in the early stages. The special needs co-ordinator has access to information from the end of key stage tests and assessments and has begun to use this as a guide to decide groups, allocate additional support and assess the success of intervention. She plans to monitor the effectiveness of support given to pupils in lessons, giving suggestions for improvements, and to track the progress of specific pupils across the school.
17. Key improvements since the last inspection include the quality of teaching and learning, particularly in mathematics. The impact of this has been that standards have risen. In this year's Year 6 end of key stage tests, all pupils achieved national expectations or above in mathematics and science and the results in English were very good. The monitoring of teaching and learning was also an issue at the time of the last inspection. The headteacher has begun to monitor teaching and learning and some key staff are now involved. However, there have been many changes of staff since the last inspection, which has meant that a whole school commitment to monitoring, reviewing and evaluating teaching and learning is still in its early stages of implementation.
18. This is an inclusive school where pupils of all social backgrounds are well integrated. It works well because of the time spent by the headteacher in ensuring that all families have access to the school. Consistent messages are given by staff about the school's behaviour and work expectations. Staff treat and value pupils as individuals. Many of the behaviour management systems are based on positive reinforcement of good behaviour, and these work well.

The curriculum

The curriculum is good and there is a good range of extra-curricular activities for enrichment. Accommodation is satisfactory and resources are good.

Main strengths and weaknesses

- The curriculum covers all the requirements of the National Curriculum and is well matched to pupils' needs.
- The school environment, display and extra-curricular activities provide good enrichment to the curriculum and help pupils to achieve.
- The curriculum gives good support for pupils with special educational needs and enables them to make at least satisfactory progress.

Commentary

19. The curriculum is reviewed regularly and updated to take account of new developments and initiatives. The new information and communication technology (ICT) room and library will become the resource centre for the school. The school has begun to link subjects across the

curriculum, for example history and literacy, ICT with mathematics and data handling used in science.

20. The school provides a good and varied programme of experiences for all pupils. They respond positively and respect their environment and are proud of their school. Members of the local community and church are regular visitors.
21. The quality and range of learning opportunities at the Foundation Stage are very good. It is appropriately based on the six areas of learning designated for the stage, with the accompanying Early Learning Goals for five-year-olds. This is an improvement since the last inspection. The curriculum is socially inclusive to a very good degree, and is adapted for groups and individuals to meet the needs of all children. There are good induction procedures, for children and parents, and parents have opportunities to speak to members of staff about their children's development and their day-to-day needs. There is an 'open door' policy in operation. The curriculum is based on talk, enquiry and play, and provides a broad range of worthwhile activities that cater for the interests and aptitudes of children, ensuring their progression in learning.
22. The school supports all pupils' learning through a wide range of extra-curricular activities which have included booster activities, 'Challenge Class' for more able pupils, Bible class, drama, rugby, athletics and netball. The school encourages the local community to be part of the school. Two church members organise a keyboard and singing club which led to a performance at the family service in Church. As a direct result of this, two pupils have become servers at the Church. The local football team run the football club and from time to time there are opportunities for pupils to take part in a brass ensemble. The lunchtime computer club is organised by a parent. Visits include the local and surrounding area as well as further afield. Examples include a school journey to Ufton Court to live as Tudors for two days. Older pupils stay at Kingswood on the Isle of Wight for orienteering and computer extension activities. Each year a group of pupils visit the Young Vic Theatre. Pupils are encouraged to take part in competitions and events. For example, pupils at the school were winners of a competition to design a dog bowl for the Queen's dogs. Their prize was to visit Windsor Castle to present the bowls to the Queen. A highlight for the pupils was to play with the dogs on the royal lawn.
23. The school has a good range of high quality resources available to meet all the demands of the subject areas. They are managed effectively and support all aspects of the curriculum. Staff and classroom assistants are appropriately qualified and trained. The quality and quantity of the accommodation and resources meet the needs of the Foundation Stage well, except for the outdoor play area which still lacks extension. Accommodation is satisfactory overall and includes a science environmental area and a new ICT and library centre. The school is on one level and allows for disabled access.

Care, guidance and support

Pupils' care, welfare, health and safety provision is good. The school's provision for support, advice and monitoring based on monitoring is satisfactory. The involvement of pupils through seeking, valuing and acting on their views is good.

Main strengths and weaknesses

- The headteacher knows the pupils and their families really well.
- Pupils' views are increasingly sought and acted upon.
- The governors pay good attention to health and safety matters.
- The school is making good progress towards a healthy schools award.
- There are good induction arrangements for pupils joining the school.
- The provision for pupils with special educational needs is satisfactory with some good features.

Commentary

24. The headteacher knows and understands her pupils' varying family backgrounds and needs very well, and makes time for them. She keeps an overview of all aspects of pupil welfare. The school has a caring ethos in which all pupils matter, and they feel their voice is heard. The headteacher spends time interviewing pupils, and the recent innovation of school and class councils is providing a good formal vehicle for their concerns and ideas. Already some changes have been made and planned: for example new bins have been provided for the playground, and girls pointed out that the heating pipes in their toilet were not lagged and they could burn their legs.
25. Governors take their responsibilities for health and safety seriously. They conduct their routine walkabouts during school hours, and risk assessments have been undertaken. Two matters of health and safety were brought to their attention. All the staff are trained in first aid, and deal promptly with any injuries. The headteacher is responsible for child protection matters and has made sure that non-teaching staff also receive training.
26. The school is preparing to apply for a healthy schools award. Healthy eating is promoted through personal, social and health education and Year 5 pupils run a tuck-shop at break and lunch, which encourages pupils to buy fruit.
27. Appropriate steps are taken to ensure the children's care, welfare, health and safety in the Foundation Stage and the rest of the school. Assessment and monitoring of academic and personal progress and development at the Foundation Stage is very good indeed, and assessment is used well to influence future planning for both groups and individuals. Assessment is variable higher up the school.
28. Parents are very satisfied with the arrangements for their children joining the school in the Nursery or Reception class. Pupils who join in other years say that they quickly settle in. Teachers and classroom assistants build up good relationships with their pupils, so pupils always have an adult they can refer to. Pupils say that they know how they are getting on in class, and value the individual targets they are given.
29. Provision for pupils with special educational needs is satisfactory with some good features. The 'Code of Practice' is in place. Teachers plan well for differing groups of pupils. Teachers and support staff are very aware of targets on individual education plans and take every opportunity in lessons to reinforce them. The support given to pupils in class by classroom assistants is good, although, in some classes, they are not sufficiently engaged in supporting pupils during whole class teaching sessions. The classroom assistants know the pupils well and some are involved in assessing pupils during the lesson, to ensure progress and to plan for further improvement.
30. Supervision at break and lunchtimes is appropriate, though the playground remains, in the words of one parent, 'a puddle nightmare' and there is no play equipment for older pupils. It is to the pupils' credit that they amuse themselves so well and without disputes.

Partnership with parents, other schools and the community

The school has productive links with most parents and with the community. It has good links with other schools and colleges. The partnership has a positive impact on achievement.

Main strengths and weaknesses

- Parents are mostly supportive of the school and feel their children are well cared for as individuals.
- Strong community involvement with social events.
- The school makes good use of its historical setting close to Windsor.
- Increasingly useful links with the local church secondary school.
- Parents are not routinely asked for their views.
- Parents are concerned that the planned resurfacing of the playground is taking so long.

Commentary

31. The school works hard to get to know parents and to provide them with information and support, and parents are very pleased with their children's progress. Staff are actively involved in the life of the village, hosting and attending many events.
32. The majority of parents are happy with all aspects of school life, and find they have ready access to teachers and the headteacher. They feel that the school has improved in recent years, and that it now brings out the best in all children. Most consider they are kept well informed about what is going on in school, and about their child's progress. Some parents were concerned about the quality of their child's annual report. These are good overall, but some of the best features are not present in all years; these include writing in a clear style, free from jargon, and giving information about how their child is getting on compared with national expectations for their age. They could be improved by expressing the targets for improvement in such a way as to involve parents more.
33. The headteacher makes herself readily available in the playground. This is particularly useful for parents who are reluctant to make formal appointments. The school has good procedures for resolving difficulties or complaints. Fathers are invited for a 'dads into school' day, but parents' opinions are not formally sought and there is no way in which they can feed in their views. Parents are happy that their questions are answered, but many are frustrated over the delay in resurfacing the playground.
34. There are close connections with the church, and the school makes the most of its location close to Windsor Castle. Pupils take up invitations to attend ceremonies there, and the whole school lined the route to watch the Queen Mother's funeral procession. The school has been at the heart of its village and community for 160 years and participates in many regular village events. A number of parishioners and governors regularly work in classrooms voluntarily and sixth form pupils from nearby schools on community service also provide useful support.
35. Liaison arrangements with parents prior to children starting school are good: there is a home visit for every family, and there are visits to school as well, with meetings for parents. There is an 'open door' policy, and parents have the facility of consultations also.
36. Transfer arrangements to secondary school are not straightforward, because of competing systems and different ages of transfer. Parents are happy that the school does its best to equip their children, whatever schools they go on to attend. Links with the local secondary school, also a church school, are increasing, and pupils are well prepared for transfer there. The headteacher interviews all pupils before they leave.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are satisfactory. The leadership of the headteacher is good. The school is well governed, and this is a significant improvement since the last inspection. The management of the school is satisfactory.

Main strengths and weaknesses

- Good leadership of the headteacher.
- Good leadership by the English and mathematics co-ordinators who have good assessment systems in place for their subjects.
- The roles of other co-ordinators are not yet fully developed.
- Good governance and financial management.
- Good overall improvement since the last inspection, a more effective school.
- The principles of best value are followed.
- All statutory requirements are met and good value for money is provided.

Commentary

37. The headteacher leads the school well. The key issues noted in the last inspection report have been dealt with successfully in most areas. There are significant improvements in the quality of governance. Previously described as 'weak', the governance of the school is now good. There is a sense of purpose in the school and a shared commitment to succeed which permeates its work. The flatter management structure works well and the roles of the newly appointed co-ordinators are developing satisfactorily but not yet having a significant impact on standards in their subjects.
38. The monitoring, evaluation and development of teaching are still embryonic, despite being raised in the last report. The headteacher makes informal visits to classrooms but the school does not yet have a systematic programme of formal monitoring and evaluation in place. During the past few years, the headteacher and local schools advisor have formally monitored both literacy and numeracy. There are minimal opportunities for other subject co-ordinators to monitor the quality of teaching and learning in their subjects.
39. Transfer arrangements with local secondary schools are good. The school works hard to promote equality of opportunity, and successfully includes pupils of all backgrounds and abilities in the life of the school. These are enhanced through the school's close links with the nearby traveller site. The school's development plan identifies key priorities to which the budget is linked and is a satisfactory management tool.
40. The composition of the governors and the way they work have changed radically since the last inspection. Governors have a much better understanding of the school's needs, and are bolder in their decision-making. For example, they decided not to replace the last deputy head, and feel that the flatter management structure is working well. There is a good working relationship between governors and the senior management team who are now challenged by the governors.
41. The headteacher and senior management team have a good knowledge of the school and are setting appropriate targets for school improvement. The further development of assessment strategies is identified in the school's development plan for improvement. The current tracking system gives the school useful information about pupils' progress and helps teachers to plan their work. Careful financial planning, administration and monitoring of expenditure ensure that the school's resources are used well to promote the pupils' learning. The governors maintain careful scrutiny of all expenditure and financial planning. Financial planning is now good. Each sub-committee now considers the implications of potential budget shortfalls. They are much more in control of the financial situation, and consider possible action should there be no change.

School finances are well managed, and there were no recommendations from the most recent audit report. The principles of best value are followed, but the school is frustrated by the time taken on some projects that are outside its control. The use of ICT for administration and for the education of pupils is satisfactory.

42. Staffing requirements are met and there are sufficient qualified teachers to allow the curriculum to be taught effectively. The Nursery teacher was not initially trained for that phase of education. The special needs co-ordinator works closely with teachers. She knows all the pupils well across the school and is able to advise teachers and support staff on strategies and appropriate support. Support staff make a strong contribution to the progress pupils make in their learning, especially those with particular needs and difficulties.
43. Staffing in the Foundation Stage is appropriate, with teachers with appropriate later training and experience, a Nursery nurse in the Nursery and a classroom assistant who is experienced with the age group in the Reception class. The Foundation Stage co-ordinator is a very good role model for her team, and she has devised very good planning assessment and recording procedures. These used together enable the good progress of children through the stage, and sharpen the challenges made to match the needs of different groups and individuals. However, the monitoring aspect of her role is not yet developed, due to the lack of context for this in the school's management structure. There are good relationships within the team.
44. The school has good procedures in place for the induction of new and newly qualified teachers. A senior teacher provides very good guidance and support for them, through mentoring. Performance management procedures are well established although at present only the headteacher undertakes this task. The school is good at 'absorbing' new staff and this is a good example of staff inclusion.
45. The lack of some parental interest, violence on the housing estate which leaves some pupils traumatised, and the Windsor three-tier system are barriers to achievement at the school. The school copes well with trying to involve parents in their children's education and provides a haven for both parents and pupils when difficulties arise on the housing estate.
46. Statutory requirements are met in all areas. The school gives good value for money.

Financial information for the year April 2002 to March 2003

| Income and expenditure (£) | |
|----------------------------|---------|
| Total income | 609,985 |
| Total expenditure | 570,477 |
| Expenditure per pupil | 2558 |

| Balances (£) | |
|-------------------------------------|--------|
| Balance from previous year | 21,381 |
| Balance carried forward to the next | 39,508 |

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

47. Provision in the Foundation Stage is very good, and this is better than that found in the previous inspection. The quality of teaching, improved since the last inspection, is very good overall. It is good or very good in every one of the six areas of learning, which are planned effectively to link together in order to reinforce learning. This very good teaching and effective curricular planning combine to provide children with varied and interesting experiences, accompanied by language commentaries, which promote very good learning and help them to make good progress. There is very good provision for those with special educational needs and those with language needs, as well as for the more able children who need extending. Children feel safe and secure in the positive and welcoming atmosphere of both the Nursery and the Reception Class.
48. The Foundation Stage co-ordinator provides a good role model for her colleague and for their two assistants, one of whom is a trained Nursery Nurse. She has also instituted very good planning, assessment practices and recording procedures, which enable very good profiling of children's progress and sharp matching of challenges to their capabilities and previous learning. However, opportunities for fully monitoring planning, work and records throughout the Foundation Stage have not yet been instituted as part of the management structure of the school.
49. During the inspection, full observations of each area of learning were only made in either the Nursery or the Reception class but, with many integrated links between areas appropriately planned into themed activities, it proved possible to add to these observations in a number of ways from both classes. Children enter the Nursery with below average attainments for age, against national expectations, approach average standards at the beginning of the Reception Year and, with very good teaching and learning producing good achievement, they are on course to achieve the designated Early Learning Goals by the age of five.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Good induction procedures that enable children to settle quickly.
- Good provision and good teaching mean that children make good progress and achieve well.
- Opportunities for children to initiate their own activities are good.

Commentary

50. The school has good induction procedures, which help to ensure that children settle in quickly and happily. Good provision and good teaching and learning in this area of development in both the Nursery and the Reception class capitalise effectively on this well structured start. From this, although in the Nursery children still remain below average for age for some time, they show average standards for age when they reach the Reception class, making good progress and good achievement against their capabilities and previous learning. Even though it was early in the year, children had already formed positive relationships with the adults who work with them, and very obviously felt safe and secure with them. Children are given plenty of good opportunities to work and play together in small groups, and are beginning to develop some independence by managing their own personal hygiene. At the same time, adults set clear

expectations of behaviour, with praise and encouragement to reinforce these. Children are also provided with opportunities to initiate their own activities.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- Children achieve well because of the good quality of teaching and learning through the Foundation Stage.
- Teachers and assistants successfully improve children's language and communication skills.
- Higher attaining children can write simple stories by the time they are five.
- Children enjoy joining in with rhymes and stories.

Commentary

51. Many children start school with poor language and communication skills, and their attainment in these aspects of their development is below average on entry. Improving these skills is central to the good teaching and learning seen in all lessons, both in the Nursery and in the Reception Class, and provision in this area is good. Teachers and assistants model spoken language well, talk to children constantly, question them and encourage them to develop confidence in speaking. Books are well promoted, and the use of writing tools and later formation of letters and early phonic knowledge are all part of children's experiences. By the end of the Reception year, some children are able to write a simple story, others to make captions or write one or two sentences and spell very simple words on their own, although a few still need help to manage this. Children in both classes enjoy listening to stories, and can join in with some familiar songs and rhymes. Standards in the Reception class are average for age, and children are on course to reach the designated Early Learning Goals by the age of five. This is good achievement against their capabilities and their previous learning, and progress is good throughout the Foundation Stage.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Provision is good.
- Children achieve well in relation to their prior attainment because of the good quality of teaching and learning.

Commentary

52. Provision in the area of mathematical development is good. Below average standards in aspects of mathematics on entry, children by the Reception Class are showing average standards for their age and the stage of the year, and are on course to achieve the designated Early Learning Goals by the age of five at or towards the end of the year. This is good progress brought about through the good teaching and learning taking place in this area. Achievement of children against their capabilities and their previous learning is good. After only one month in the Reception Class, children were already working on the numbers one to ten, and many of them could independently count to ten, knowing this represented ten items. Constant repetition, using different sets of objects and different activities, reinforces the learning well, and imaginative planning on the teacher's part promoted lively interest in learning, with much enjoyment in making ladybirds and counting sequins to attach as their spots.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- Good provision.
- Very good quality of teaching and learning leads to children achieving well.
- Many experiences promote children's literacy and numeracy skills well.

Commentary

53. Effective curricular planning in this area shows a good understanding of how young children learn, and produces good provision. It not only includes aspects of particular focus belonging to this area of learning, but incorporates, too, many features from others, integrating and linking the curriculum in a way that makes a very good impact on learning. Activities are imaginatively chosen, and constant commentary and conversation aid the understanding and learning of new information. Teaching and learning in this area are very good, bringing about average standards for age in the Reception Class from a below average beginning at the start of the Nursery. This is good progress, reflecting the good achievement seen in lessons against children's capabilities and their previous learning. First hand experience is given a high profile, such as in a lesson seen on the properties of sand and water, where children had opportunities to try to mould and sieve dry sand, wet sand, and finally to experience waterlogged sand. These properties were labelled and reiterated in constant commentary by the teacher, enabling better retention of new ideas in children's minds. These experiences were linked to the theme of a trip to the seaside, incorporating both literacy and numeracy as well. Changing purposes and themes for play such as sand and water links ideas across the different areas of learning, and makes learning more effective. This is an improvement since the last inspection, when it was reported that such activities were not linked in such a way.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**

Main strengths and weaknesses

- The Foundation Stage is still awaiting further improvement of the outdoor play area.
- Very good provision in the Nursery.
- Teaching and learning are very good in this area of learning.
- Children achieve well because of the opportunities afforded them.

Commentary

54. Lessons in physical development, in indoor physical education, and in outdoor play, were only seen in the Nursery, where provision was very good indeed for this area. Teaching and learning were also very good, and children's standards, despite being below average in most other areas of development in the Nursery period, are average. Their larger movements, such as running and jumping, hopping, balancing, climbing, and cycling, at both the three-year-old stage and the four-year-old stage are those to be expected for age. They are good at spacing themselves out, at stopping and starting movements, and generally at avoiding bumping into others. They enjoy freedom of movement in a large space, and also the varied opportunities afforded by a very good range of outdoor toys and apparatus stimulating interest, imagination, and providing suitable physical challenges. Skills in terms of fine movements, such as drawing, colouring, early writing, threading beads, fitting together puzzles and construction toys are generally below average on

entry, and also for the majority of three year-olds, but approach average by the end of the nursery stage, and are average in the Reception class. Overall, progress is good in this area of development, and children's achievement in the area is also good. Provision for outdoor play is much improved since that reported at the time of the last inspection, although there are plans afoot to improve the play area even more.

CREATIVE DEVELOPMENT

Provision in creative development is **good**

Main strengths and weaknesses

- Provision is very good in both classes.
- Teaching and learning are very good and enable children to achieve well.

Commentary

55. Provision for creative development is very good in both classes, although a formal lesson focusing on creative development was seen only in the Nursery. Opportunities, for painting, drawing, cutting and sticking, exploring fabrics and other textiles, for modelling, for role-play and dressing up, and for listening to and making music in simple ways are all available. Furthermore, these opportunities are frequently changed in terms of themes and topics, to bring fresh stimulus to learning through these activities. Children are helped and guided through the learning of new skills, and are enabled to make such artefacts as simple puppets and birthday cards, and to experience the effects of paint mixing and water washes. Teaching and learning in this area is very good, bringing about good progress from a below average start. Although standards in the Nursery are still below average, by the time children they enter the Reception Class they are beginning to attain average standards. Achievement of children is good overall.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weakness

- Standards at the end of Key Stage 2 are good overall.
- Good resources support a firm commitment to raising standards in reading and writing.
- The new co-ordinator is knowledgeable and enthusiastic and focussed on raising standards.
- Good knowledge of the subject by many teachers.
- Pupils enjoy reading, although standards of reading in Key Stage 1 are too low.
- Inconsistency in the quality of teaching and learning across the school.

Commentary

56. Standards in English are good overall. Pupils' achievement is good overall. Over the last three years, results for pupils in Key Stage 1 have remained static in reading and are lower than the national average. Boys and girls performed equally well in reading. The fall in writing results follows the national trend. Standards in writing are below the national average. Girls performed better than boys in writing. At the time of the last inspection, attainment in speaking, listening, reading and writing was in line with national averages. Since then standards have declined.

57. In Key Stage 2 pupils achieved very well in English end of year national tests and performed well above the national average. The number of pupils achieving the higher Level 5 in 2003 was above the national average. Boys out-performed girls in English, which does not follow the national pattern. Over the last three years, trends in English Key Stage 2 national test results have risen substantially. At the time of the last inspection the school achieved below national averages in English.
58. The current Year 6 class is working close to average levels and look on track to achieve their target, which is below last year's level. However, on close scrutiny of pupils' work and performance in lessons, this is a challenging target for this cohort to achieve.
59. Speaking and listening skills are good throughout the school. Pupils ask relevant and sensible questions and listen very well when they are interested in a topic. Many pupils are able to use technical vocabulary and teachers build on this in their lessons. Last year, pupils in Year 3 took part in the English Speaking Competition, supported by a teacher and a governor. All who entered achieved a pass. This has now become so popular that it is run at lunchtimes and after school (and some weekend work) and has been extended to Years 4 and 5. Next year, Year 6 will also be included.
60. Standards in reading are as expected for junior pupils and they show a good understanding of how to tackle new and unknown words. Some pupils receive additional literacy time to help them improve their reading. This support is provided by staff within the school, specialist support agencies, volunteer readers, members of the local community and parents. Some pupils in Year 3 take part in a reading buddy club at lunch-time to help them make the necessary progress. Several pupils have achieved well through this arrangement. One Year 6 pupil said, 'This school has helped and helped me. I started out with those books in Year 4 (pointed to early reading scheme) and I've been helped and helped and now I'm a free reader.' The book areas in each classroom are well stocked. Pupils borrow from here and the school library on a regular basis. The library has a good stock of fiction and information books and pupils are confident in how to use the facility. Pupils act as monitors for the library and are knowledgeable about the system of organisation.
61. By the end of Year 6 pupils' standards in writing are above what is expected nationally. This is due to the wide range of approaches, stimulating teaching and interesting activities. The school takes advantage of exciting projects, for example, the Year 6 study of a Shakespeare play in liaison with The Nordon Farm in Maidenhead. Pupils study a play, write their own version and perform with other schools. Last year, Year 6 performed their own version of 'Macbeth' based on 'Eastenders'. The impact of this work has been to give pupils a real interest in Shakespeare, improved speaking and listening skills and high expectations of their own performance. Pupils have opportunities to make books in lessons. There are good examples of funny, moving and sensitive poetry written by pupils in all years. Pupils' use of poetical language is developing well, although imagery is not so widely used. By the end of Year 3, work in books is usually carefully presented and most pupils are able to use a joined script with confidence.
62. The quality of teaching and learning is good overall. In the best lessons, good planning ensures that lessons build well on previous learning. Teachers make clear to pupils what they are to learn in lessons and check at the end of the lesson what pupils think they have achieved. In the best lessons there is very good pace, interesting and stimulating delivery and a range of strategies including use of whiteboards, question and answer, research, debate and a balance of individual, group and class work. These ensure that pupils have tasks they can achieve and build on their strengths. Sometimes, they require initial guidance from an adult to ensure they understand what they have to do. Activities reinforce reading and writing skills systematically. Marking is always up to date, but varies across the school. In the best examples, teachers give pupils strategies for improvement and occasional opportunities to respond. More consistent marking, including marking against the learning intention, strategies for improvement and opportunities for children to learn from suggestions made and to respond, would reinforce what pupils need to do in order to improve and reinforce teachers' expectations of pupils. In the less

successful lessons, pupils are not clear about the tasks they have to do or tasks have been unexciting. In some cases, published worksheets are relied upon when a game or shared reading or writing activity would be more appropriate. When the focus of the lesson is not clear and expectations are insufficiently high, the pace of the lesson is slow and pupils fail to build successfully on previous learning.

63. The co-ordination of English is satisfactory. The co-ordinator has only been in post for four weeks and there was no official handover from the previous co-ordinator. The new co-ordinator is a skilled teacher of English and is a leading literacy teacher for the local authority. From her skills as a teacher, knowledge of the curriculum and plans for the subject, it is clear that, given time, co-ordination of English will soon be good, if not very good. The co-ordinator has already undertaken training on 'improving standards in English', to be presented to the whole staff this term. She has recruited outside help to reorganise the new library in the media suite. The assessment booklet she introduced to her class last year is now used across Key Stage 2 and consideration is being given into how this can be refined for Key Stage 1. She has identified assessment and tracking as areas for development as well as analysis of results by gender and ethnicity. She has begun to oversee planning and will monitor teaching and learning and has made a start on this.

Language and Literacy across the Curriculum

64. Most staff plan thoughtfully to develop pupils' skills in language and literacy across the curriculum in a range of subjects. In history, there are structured attempts to develop vocabulary and pupils produce interesting and accurate accounts or answers to questions in history. Research skills are taught in history, for example when pupils in Year 3 were finding out about different aspects of Ancient Egypt to present to the class. Good discussions are encouraged in shared activities, circle time and school council. ICT is used in some literacy lessons and this is developing. Staff plan to use the new computer suite to further enhance the curriculum through whole class lessons in the suite.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The high standards achieved in the 2003 national tests, 100 per cent Level 4.
- The quality of teaching in Years 5 and 6 which helps pupils to achieve well.
- The enthusiasm of staff and pupils for the subject.
- Boys and girls achieve equally well in the subject.
- The school exceeded its targets for mathematics in 2003.
- Standards have risen since the last inspection.
- Knowledge and understanding of the needs of the school by the co-ordinator.

Commentary

65. Standards in mathematics have improved since the last inspection and since the 2002 national results. They are average in all classes and it is likely that the majority of pupils will reach national average standards by the end of Year 6. Some higher attaining pupils in Year 6 are already working at the higher Level 5 although it is unlikely that the school will achieve the 44 per cent at Level 5, as in the 2003 national tests. Considering that pupils join the school with below average standards of attainment, pupils make good progress in their learning and achieve well.
66. In Key Stage 1, standards are satisfactory and pupils' achievement is also satisfactory. In the 2003 national tests, although pupils exceeded the national average at Level 2, their Level 3 results were below the national average. Since then there has been a change of staff.

67. The school has worked hard to identify those pupils who are underachieving and provides a range of strategies to help raise standards. For example, the 'Numero' club will start after half-term for pupils in Year 5. This is always over-subscribed and shows pupils' keenness to engage in mathematical activities.
68. There are satisfactory assessment procedures in place for mathematics, closely linked to the national numeracy strategy. The use of ICT is under-developed but is likely to improve when the new ICT suite is functional. The co-ordinator has clear plans to develop this aspect of the subject.
69. The quality of teaching and learning varies from satisfactory to very good across the school. This is an improvement since the last inspection when unsatisfactory teaching was noted. The strengths in the teaching are in Years 5 and 6. Where teaching is very good, teachers present the subject in a uniquely lively and interesting way that appeals to pupils. Very good subject knowledge and understanding are conveyed in a variety of ways, such as the sensitive handling of pupils who make errors and very good use of voice tone to hold pupils' attention. In a satisfactory lesson, the plenary session lacked a connection to the main part of the lesson and failed to pick up on issues raised by the pupils. Teachers use classroom assistants well to help support pupils' learning. Teachers place a good emphasis on mental mathematics, data handling and the four rules of number, which help to ensure that pupils achieve as well as they might.
70. The co-ordination of the subject is good. The co-ordinator has good subject knowledge and understanding and his supportive approach to staff helps build their confidence in the subject. Last academic year he monitored the teaching and learning in two classes, and more recently another. However, there is no systematic programme in place to ensure consistency across the school. There are good quality resources in place for the subject, including a commercial scheme to support learning. Accommodation is satisfactory overall, although the Year 5 and 6 classrooms are rather small for the number of pupils.

Mathematics across the curriculum

68. The development of mathematical skills across the curriculum is satisfactory. Pupils use measuring skills in design and technology when making slippers and in history when using time lines. In science, pupils use their mathematical skills when recording data such as how many pupils like different types of fruit. Overall, it is an inconsistent picture as not all teachers plan opportunities.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards of attainment by the top of the school are good.
- Teaching and learning at Key Stage 2 are good.
- The curriculum at Key Stage 2 is broad, balanced and relevant, and also provides for depth of study.
- Resources are good and well organised.
- The co-ordinator role does not include any element of monitoring at present, due to a lack of provision for this in the school's current management structures.

Commentary

69. Drawing on the scrutiny of work in last year's and this term's Year 2, and lesson observation in the current Year 2, standards are average for age against national expectations. This is the same as the last inspection. Again, teaching and learning in Years 1 and 2 are both satisfactory, pupils' progress is satisfactory and their achievement is also satisfactory.
70. The work sample from last year's Year 6 showed standards of work to be excellent, and this is in line with the last national test results for the school in 2003. From lesson observation with the current Year 6, and scrutiny of pupils' books, standards are judged to be good for age against national expectations. Both the recent test results and the current standards are improvements on those found in the last inspection. Teaching and learning in science are good, progress is good, and pupils are achieving well. Since this is early in the academic year, with such good teaching, learning and achievement, standards are likely to rise further by the end of the year. All pupils, including those with special educational needs and those who are higher attainers, do well for their capabilities and their previous learning.
71. Work from last year shows a wealth of evidence of very thorough teaching and learning, and of depth of study for all ability groups, particularly of challenging levels of work and some indications of independent study opportunities for the more able. Levels of challenge for the higher attainers have improved since the last inspection, though opportunities for independent study still leave some room for further improvement. Pupils often write original work at considerable length, including experimental reports in correct format. Presentation is generally very good. The work seen in the books of the current Year 6 shows the beginnings of a good depth of study, not yet achieved by all, but a start made on developing good work attitudes, perseverance and independent study. Pupils are able to recall details of, and talk about, experimental work and what a fair test means.
72. The quality of teaching is thorough and lively, and planning imaginatively captures pupils' interests through active and collaborative methods of learning. While matching of work to capabilities is seldom achieved through different tasks, plenty of support is available, and outcomes are assessed by high expectations. Work seen displayed good coverage of the appropriate programme of work, particularly in terms of scientific enquiry, which is an improvement since the last inspection. While physical processes did not figure in the notebooks, this area, which was well covered in the preceding year, was also given prominence in the revision work carried out before the tests. Information and communication technology is well integrated within this subject. Teaching has improved since the last inspection.
73. The co-ordinator has very good subject knowledge and understanding, and in the one term since she was given this responsibility has quickly grasped the stage of development of the subject and where it needs to be improved. She has drafted an action plan, and already called upon advisory assistance from the local authority. Resources are now good, an improvement since the last inspection, and are well organised, though not very accessible to all. However, the co-ordination role does not currently include monitoring of any sort, so that she does not have a view of lessons across the school, the consistency of approaches and coverage through viewing planning and sampling work, nor of the use of assessment for influencing planning. This is due to a lack of provision for such monitoring in the school's management structures at present, and means that, despite current good standards and good teaching, consistency is not ensured.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- A clear action plan for improvements.
- A new, not yet installed, ICT suite large enough for a whole class to use.
- Listening stations in all classrooms.

- Keen staff and pupils.
- Cross-curricular links, especially in mathematics and history.
- Control technology is not yet in place.
- Assessment procedures are not established.
- Insufficient use is made of word processing to publish pupils' work.

Commentary

74. By the end of Years 2 and 6 it is likely that pupils will reach average standards in most aspects of the subject. Pupils achieve satisfactorily in both key stages. This is similar to the judgements of the last inspection although the quality of resources has improved.

75. Very little direct teaching of ICT was seen during the inspection. In the lessons seen, the quality of teaching was good in Key Stage 1 and satisfactory in Key Stage 2. Taking account of other evidence the quality of teaching and learning is satisfactory across the school. A strength of the teaching is the good relationships established within classrooms, which lead to positive attitudes towards the subject and good behaviour. Teachers make good use of the listening stations in classrooms to extend learning. However, pupils are insufficiently encouraged to word process aspects of their work in order to practise their ICT skills. Staff are keen to use the new ICT suite to support their teaching; three teachers new to the school have yet to have their New Opportunities Fund training for the subject.

76. The co-ordination of the subject is satisfactory. The co-ordinator is new to the role and has already identified future developments in the subject. There is a sound ICT policy and scheme of work and an internet policy is in the early stages of development. There is a trial assessment sheet planned for the Year 4 class, and a tick sheet for Years 1 and 2, but neither is yet in place. There are no systems in place for the co-ordinator to monitor the quality of teaching and learning in the subject, so she has a limited view about what happens in other classes.

Information and communication technology across the curriculum

77. Within the limitations of the current resources pupils make good use of ICT to support learning in other subjects such as searching the internet in history and developing number skills in mathematics. The use of control technology is not yet in place.

HUMANITIES

There is insufficient evidence to report fully on geography. The sample of work submitted was incomplete, and no geography lessons were seen during the inspection. In the work seen, coverage of the programme for geography appeared to be variable, with some topics covered well and in depth, and others only cursorily. Apart from this, work seen indicates satisfactory standards attained by Year 6, similar to those reported in the last inspection.

History

Provision in history is **good**.

Main strengths and weaknesses

- Very good depth of detail covered in work on knowledge and understanding of events, people and changes in the past.
- The curriculum has both breadth and depth, and the school chooses to tackle more units than those required to add a wider range.
- Subject leadership is inspirational, with very good subject expertise influencing studies, in particular those dealing with local history.
- The co-ordinator role does not include any element of monitoring at present, due to a lack of provision for this in the school's current management structures.
- Little or no evidence of coverage of the key element of historical interpretation in pupils' work.
- Little or no use to date of the library for independent study in the subject.

Commentary

78. No history lessons were seen in Years 1 and 2, and no samples of work in the subject, so that no judgements are possible about standards or teaching and learning in these years.

79. Work from last year's Year 6 was scrutinised, and standards here are good. Frequency, length and depth of knowledge and detail are all good. Higher attainers incorporate knowledge from their own reading, and are well challenged by the tasks set. Progress across the year is good, and achievement made by pupils is good. Lesson observation in the current Year 6 showed standards of attainment and achievement to be average, although teaching and learning during the lesson were good. Good levels of challenge were incorporated into the lesson and, since it is the start of the year, with the good teaching and learning continuing, standards are likely to rise to a better level of attainment by the end of the year. Pupils contributed well to the lesson in discussion, and showed evidence of recall from previous lessons and from their reading. All pupils, including those with special educational needs and higher attaining pupils, progress satisfactorily for their capabilities and their previous learning.

80. Work from last year shows substantial evidence of good teaching and thorough learning, and of a good depth of study for most pupils. More able pupils use information from their own reading, and write extended pieces of work with much detail. Coverage of the historical units is generally good, and in Year 6 an extra unit is added to those specified, to widen the range of study and because both staff and pupils enjoy it. Chronology is well covered, as is historical enquiry and knowledge and understanding of events, people and changes in the past. There is little or no evidence of historical interpretation, although this is reported to happen when films or videos are used, and discussions ensue. While pupils do have opportunities to follow up their own independent research, this is by means of using selections of books for a topic already placed in the classroom; they do not have the experience of using library skills to find relevant books for their studies. Information and communication technology is used in terms of videos and CD ROM, and literacy is well integrated with the subject. Homework is well integrated with lessons. Lesson observation added to the evidence that teaching at the top of the school is both lively and imaginative.

81. The co-ordinator has very good subject expertise and is an inspirational leader of her subject. She is a specialist in local history, particularly, and stimulates great enthusiasm among staff and pupils in this genre. Resources are good, including a number of artefacts, and outreach services add to the selections on offer. However, the co-ordination role does not currently include monitoring of any sort, so that the co-ordinator does not have a clear view of lessons across the school, of the consistency of approaches and coverage through viewing planning and sampling work, nor of the use of assessment for influencing planning and ensuring appropriate matches of

challenge to the needs of pupils. This is due to lack of provision for such monitoring in the school's management structures at present, so that continuity in the good features of the subject is not ensured.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

82. Although no lessons were observed, discussions with staff and pupils and scrutiny of pupils' work indicates that standards in **design and technology** by the end of Year 6 are average.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- There are good standards of attainment in Years 5 and 6.
- The quality of teaching is good in Years 5 and 6.
- There is good provision for skills teaching across the school.
- The co-ordinator has very good subject expertise and is an inspirational leader of the subject.
- Good standards of display are well promoted by whole school guidelines.
- Resources are good.
- The co-ordinator role does not include any element of monitoring at present, due to lack of provision for this in the school's current management structures.

Commentary

83. No work was in evidence for scrutiny for Years 1 and 2, and only one lesson was seen in Year 2. While no firm judgement may be made on such slim evidence, indications are that standards of attainment, teaching and learning, and achievement are all satisfactory.

84. Standards attained by Year 6 are good in this subject; no standards were reported for this subject in the last inspection. In the Years 3 to 6, sketchbooks for some year groups were available, though not for Year 6. Year 5 sketchbooks showed good use of sketching facilities for a variety of purposes, and good standards in some skills, such as observational drawing. Use across year groups, was, however, inconsistent. Plentiful displays of work of good standards for age, showing a variety of skills, from both Year 5 and Year 6, were in evidence, but the bulk of the work, although not all was labelled, appeared to come from Year 5, the art co-ordinator's class. Lesson observation in Year 6 showed good standards of attainment, derived from good teaching and learning. During the lesson, all pupils, including those with special educational needs and those who are higher attainers, made good progress and achieved well. In designing tiles with a Victorian flavour, after the style of William Morris, they showed interest and enthusiasm, and used knowledge already gained of Morris's work to produce pleasing designs of great originality and variety, which they began to paint on to their tiles. They used knowledge from history lessons in combination with their art information, and also employed mathematical knowledge and tools to create their designs with either reflective or rotational symmetry.

85. The quality of teaching is good at the top of the school, in both Years 5 and 6. No judgement was made in the last inspection about the quality of teaching. A variety of skills are taught, and art appreciation is often linked with such teaching. Integration of literacy, history and mathematics is good, and information and communication technology is also well integrated into the subject, with the use of art programs for the computer. Imaginative planning for lessons motivates pupils to take a keen interest and to do their best. Enrichment in the subject comes from visits to museums, galleries and other sites of interest, and there is an art club in the lunch hour for older pupils. Pupils have won a number of competitions and awards locally, with their painting and design work, including the winning entry for designing a royal dog's bowl, which pupils saw put to use by the Queen.

86. The co-ordinator has very good subject expertise and is an inspiring leader in terms of being a role model for her subject. She has prepared information packs, skill teaching packs and display guidelines for each teacher in the school, to inform them and facilitate some elements of whole school approaches. Resources in the subject are good. However, the co-ordination role does not currently include monitoring of any sort, so that she does not have a view of lessons across the school, the consistency of approaches and coverage through viewing teachers' planning, nor of the use of assessment and its influence upon planning. This is due to a lack of provision for monitoring in the school's management structures at present, and means that, despite good standards and good teaching at the top of the school, consistency is not ensured across the school as a whole.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- The subject knowledge of the co-ordinator.
- Pupils enjoy singing.
- Parental and community support.
- Lack of assessment procedures in the subject.

Commentary

87. Standards have been maintained since the last inspection and are average by the end of Year 6. Only two brief lessons were observed, one in each key stage. Singing was heard during assemblies and discussions were held with the co-ordinator. Pupils' achievement overall is satisfactory.
88. During the lessons seen, pupils showed great enjoyment in their singing although the younger pupils in Key Stage 1 were less engaged in the learning because the song was inappropriate for them. It was too slow and this made it difficult for exuberant youngsters to control their instrumental playing. In the Key Stage 2 lesson, pupils sang music hall songs enthusiastically. They showed a keen interest in learning a new Cockney song. When learning the descant recorder part of 'My Old Man', pupils quickly identified their playing errors and subsequently improved their performance. Singing in assembly is frequently loud, and the nature of the songs encourages some younger pupils to shout. However, it is very early in the school year and the very youngest pupils have only been in the main school for four weeks. Overall, the quality of teaching and learning across the school is satisfactory. The use of ICT in the subject is satisfactory; pupils record their compositions, especially in Years 3 and 4.
89. The co-ordination of the subject is satisfactory. The co-ordinator arranges visitors to the school, for example, from East Berkshire music department, who play brass and wind instruments for the school. The peripatetic teachers also give a musical recital at the end of each year. The co-ordinator monitors standards annually by visiting each class's lesson. Assessment is informal as there are currently no methods of assessing pupils' progress formally.
90. Enrichment activities include a school production in February, where music has a high profile, and a choir comprising Year 5 and 6 pupils who sing at Christmas. Involvement with the community is enhanced when pupils sing carols on Datchet Green. There is a guitar ensemble and a recorder club. Currently three class teachers have a musical background and this enriches provision. An after-school music club is run by church members and pupils then perform at family services.

91. Resources are satisfactory, as is the accommodation although there is no music room. Tuition takes place in either the library or the hall.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Co-ordination of the subject is good.
- Involvement with other organisations and institutions to enhance the curriculum.
- Extra-curricular provision.

Commentary

93. Although only two lessons were observed, these and discussion with staff indicate that standards by the end of Year 6 are average and achievement is satisfactory. Teaching and learning in physical education (PE) is always satisfactory and sometimes good.

94. All pupils, including those with special educational needs, take part in a wide range of activities, including gymnastics, games and dance. Pupils in Year 3 have swimming lessons at a local pool and most of them can swim 25 metres by the end of the year. Pupils enjoy their lessons and join in enthusiastically. The quality of teaching and learning overall across the school is satisfactory. Teachers plan lessons carefully using a national scheme. This ensures the curriculum is well balanced so that pupils' skills are developed in a structured way. Lessons have 'warm up' and 'cool down' sessions and pupils enjoy these. Lessons are supported and enhanced effectively by a wide range of extra-curricular activities such as football, netball, rugby and both boys and girls take part automatically.

95. Teachers assess pupils' attainment satisfactorily when they have completed a unit of work and the co-ordinator keeps an appropriate overview of provision. The standards of provision for PE have been maintained since the last inspection. All pupils, including those with special educational needs, take part in a wide range of activities, including gymnastics, games and dance.

96. The co-ordination of physical education is good. The co-ordinator is enthusiastic and knowledgeable and leads by example. He actively seeks partnerships within the local community to enhance the PE curriculum. This has led to the school working in partnership with the local beacon secondary school for PE. Staff and pupils from the school will work with pupils at St. Mary's to raise achievement for all through developing individual skills and promoting inclusion. Every year, the school uses the Thames Valley Athletics Centre to extend athletics skills.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i> | <i>Grade</i> |
|--|--------------|
| The overall effectiveness of the school | 3 |
| How inclusive the school is | 3 |
| How the school's effectiveness has changed since its last inspection | 3 |
| Value for money provided by the school | 3 |
| Overall standards achieved | 3 |
| Pupils' achievement | 3 |
| Pupils' attitudes, values and other personal qualities | 3 |
| Attendance | 4 |
| Attitudes | 3 |
| Behaviour, including the extent of exclusions | 3 |
| Pupils' spiritual, moral, social and cultural development | 3 |
| The quality of education provided by the school | 3 |
| The quality of teaching | 3 |
| How well pupils learn | 3 |
| The quality of assessment | 4 |
| How well the curriculum meets pupils needs | 3 |
| Enrichment of the curriculum, including out-of-school activities | 3 |
| Accommodation and resources | 4 |
| Pupils' care, welfare, health and safety | 3 |
| Support, advice and guidance for pupils | 4 |
| How well the school seeks and acts on pupils' views | 3 |
| The effectiveness of the school's links with parents | 4 |
| The quality of the school's links with the community | 3 |
| The school's links with other schools and colleges | 3 |
| The leadership and management of the school | 4 |
| The governance of the school | 3 |
| The leadership of the headteacher | 3 |
| The leadership of other key staff | 4 |
| The effectiveness of management | 4 |

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).